

Regulatory Excerpts for Performance-Based Credit Discussion

From 704 KAR 3:305, Minimum Requirements for High School Graduation, approved by KBE February 2006:

“Section 5. (1) A board of education may award credit toward high school graduation for satisfactory demonstration of learning based on content standards described in the program of studies, 704 KAR 3:303, and a rigorous performance standards policy established by the board of education. A school shall establish performance descriptors and evaluation procedures to determine if the content and performance standards have been met.

(2) A board of education shall award credit toward high school graduation based on:

(a) A standards-based Carnegie unit credit that shall consist of at least 120 hours of instructional time in one subject; or

(b) A standards-based performance-based credit, regardless of the number of instructional hours in one (1) subject.

(3) A local board of education which has chosen to award standards-based performance-based credit shall award a standards-based credit earned by a student enrolled in grade 5, 6, 7 or 8 if:

(a) The content of the course is the same that is established in the Program of studies, 704 KAR 3:303; and

(b) The district has criteria in place to make a reasonable determination that the middle level student is capable of success in the high school course.

(4) A board of education which has chosen to award standards-based performance-based credit shall establish a policy for a performance-based credit system that includes, at least:

(a) The procedures for developing performance-based credit systems and for amending the system;

(b) The conditions under which each high school may grant performance-based credits and the related performance descriptors and assessments;

(c) Objective grading and reporting procedures;

(d) Content standards as addressed in 704 KAR 3:303, Program of studies, and 703 KAR 4:060, Academic expectations;

(e) The extent to which state-provided assessments will be used in the local performance-based credit system;

(f) The ability for students to demonstrate proficiency and earn credit for learning acquired outside of school or in prior learning; and

(g) Criteria to ensure that internships, cooperative learning experiences, and other learning experiences in the school and community are:

1. Designed to further student progress towards the individual Learning plan;

2. Supervised by qualified instructors; and

3. Aligned with state and local content and performance standards.

(5) A board of education may award standards-based, performance-based credit toward high school graduation for:

ATTACHMENT A

(a) Standards-based course work that constitutes satisfactory demonstration of learning in any high school course, consistent with Section 1 or 2 of this administrative regulation;

(b) Standards-based course work that constitutes satisfactory demonstration of learning in a course for which the student failed to earn credit when the course was taken previously;

(c) Standards-based portfolios, senior year or capstone projects;

(d) Standards-based online or other technology mediated courses;

(e) Standards-based dual credit or other equivalency courses; and

(f) Standards-based internship, cooperative learning experience, or other supervised experience in the school and the community.

(6) Each local board of education shall maintain a copy of its policy on high school graduation requirements. This policy shall include a description of how the requirements address KRS 158.6451(1)(b) and 703 KAR 4:060.”

From 704 KAR 3:303, Required Program of Studies, approved by KBE April 2006:

“Credits for High School Graduation.

A high school graduation credit may be awarded in either of two ways: Carnegie units (defined as at least 120 hours of instructional time in one subject) or performance-based credits, defined at the local level regardless of the number of instructional hours. Districts and schools are accountable for making sure that each student’s education program includes the minimum content standards as specified in the *Program of Studies* and provides the student with the opportunity to learn the standards including appropriate supports based on the individual learning needs of a student.

The Kentucky Board of Education identifies the minimum credits required for graduation (704 KAR 3:305) and the local district sets the local requirements in their district graduation policy.

Performance-Based Credit.

Performance-Based Credits refer to credits earned by a student outside of the traditional structure of a 120-hour instructional course. In order to award such credits, districts must establish a policy for a performance-based system that:

- provides procedures for developing and amending performance-based credit courses
- identifies related performance descriptors and assessments
- establishes grading and reporting procedures
- specifies content standards as addressed in Kentucky’s *Program of Studies*
- identifies the extent to which end-of-course assessments will be used
- allows for students to demonstrate proficiency and earn credit for learning acquired outside of school or in prior learning experiences
- allows students to pursue internships, cooperative learning experiences and other learning experiences in the school and community

ATTACHMENT A

Performance-based credit may be awarded for these types of courses:

- course work that allows satisfactory demonstration of learning
- course work that constitutes satisfactory demonstration of learning in a course for which the student failed to earn credit when the course was previously taken
- standards-based portfolios, senior year or capstone projects
- standards-based online or other technology-mediated courses
- standards-based dual credit or other equivalency courses
- standards-based internship, cooperative learning experience or other supervised learning experience in the school and the community